

**LECTURER CORRECTIVE FEEDBACK IN WRITING CLASS AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

**by
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**SCHOOL OF TEACHING TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016**

APPROVAL

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ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
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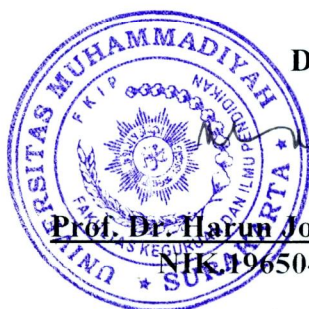
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TESTIMONY

Herewith, the writer states that in this research paper, there is no plagiarism of the previous work. Anything related with others work was written in quotation and the source of this research paper was listed on the bibliography. If the writer did the plagiarism and this testimony proves was incorrect, the writer is ready to accept the academic punishment

Surakarta, 22 June 2016

The researcher,



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MOTTO

Intelligence is not the measurement, but intelligence
supports all

(ALIF AYU NURAINI)

Opportunity does not come to you, then create it

(ANONYM)

DEDICATION

This research paper is whole heartedly dedicated to:

- ❖ Alloh SWT and Rasululloh SAW,
- ❖ My beloved parents and my little sister,
- ❖ My beloved fiancé,
- ❖ My beloved friends,
- ❖ My teachers and my lectures.

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Finally, the researcher realizes that this research paper is still far from being perfect, therefore, suggestion and criticism are welcomed and accepted. She wishes that this research paper would be useful and helpful for the other readers.

Wassalamu'alaikum Wr.Wb.

Surakarta, June 22 , 2016

The Researcher

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LECTURER CORRECTIVE FEEDBACK IN WRITING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis umpan balik yang digunakan oleh dosen di kelas menulis dan untuk mendeskripsikan jenis-jenis umpan balik yang paling sering digunakan oleh dosen di kelas menulis di prodi Bahasa Inggris di Universitas Muhammadiyah Surakarta. Peneliti menggunakan metode deskriptif kualitatif. Dari metode ini, peneliti menggunakan aktifitas dosen saat mengajar di kelas menulis sebagai sumber data, dan data dari penelitian ini adalah informasi tentang umpan balik yang diberikan oleh dosen di kelas menulis. Peneliti menggunakan observasi dan dokumen untuk mengumpulkan data. Kemudian, untuk menganalisis data peneliti menggunakan model interaktif. Hasil penelitian ini menunjukkan bahwa pertama, peneliti menemukan 103 data jenis-jenis umpan balik dan ada 3 jenis-jenis umpan balik yang diberikan oleh dosen dan klasifikasinya antara lain, (1) umpan balik secara lisan sebanyak 45 data dan klasifikasinya yaitu umpan balik secara tegas sebanyak 10 data, pembahasan kembali sebanyak 8 data, meminta untuk menjelaskan sebanyak 15 data, metalinguistic sebanyak 7 data, penimbulan sebanyak 3 data, dan pengulangan sebanyak 2 data. (2) pemastian umpan balik (koreksian pada isi) dan klasifikasinya yaitu mengetahui jawaban yang benar sebanyak 15 data, menandakan jawaban yang salah sebanyak 1 data, memberi pujian sebanyak 5 data, mengembangkan atau mengubah jawaban mahasiswa sebanyak 9 data, mengulangi sebanyak 6 data, meringkas sebanyak 3 data, dan mengkritik sebanyak 8 data. (3) yaitu (3) penyangkalan umpan balik (bentuk umpan balik) dan klasifikasinya yaitu meminta mahasiswa untuk mengulang sebanyak 3 data, menunjukkan kesalahan dan meminta mahasiswa untuk membetulkan sendiri sebanyak 5 data, mengomentari pada kesalahan dan menjelaskan kenapa itu salah, tanpa meminta mahasiswa untuk mengulangi jawaban yang benar sebanyak 2 data, dan meminta mahasiswa lain untuk memperbaiki kesalahan sebanyak 1 data. Kedua, peneliti menemukan bahwa, tipe yang paling sering di gunakan oleh dosen adalah meminta untuk menjelaskan, dan mengetahui jawaban yang benar. Peneliti menemukan 15 data pada setiap tipe tersebut.

Kata kunci: koreksi, menulis, kualitatif.

SUMMARY

Alif Ayu Nuraini. A 320 122 003. LECTUREER CORRECTIVE FEEDBACK IN WRITING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA. Research Paper. Muhammadiyah University of Surakarta. 2016.

This study aims to describe the types of corrective feedback used by the lecturers in writing class and to describe the dominant types of corrective feedback used by the lecturers in writing class at the English Department of Muhammadiyah University of Surakarta. The researcher employs descriptive qualitative method. By this method, the researcher uses the lecturer feedback activities in writing class as a data source, and the data of this research are information about the lecturer's corrective feedback given to the students in writing class. The researcher used observation and document in collecting data. Then to analyze the data the researcher used interactive model.

The result of this research paper show that first, the researcher found 103 data of lecturers corrective feedback and there are 3 types of lecture corrective feedback and the classification used by the lecturers, namely (1) Oral feedback: 45 data and the classifications are Explicit Correction: 10 data, Recast: 8 data, Clarification Requests: 15 data, Metalinguistic Feedback: 7 data, Elicitation: 3 data, Repetition: 2 data. (2) Positive Feedback (Feedback on content): 47 data and the classifications are Acknowledging a correct answer: 15 data, Indicating an Incorrect Answer: 1 data, Praising: 5 data, Expanding or Modifying Student Answer: 9 data, Repeating: 6 data, Summarizing: 3 data, and Criticizing: 8 data. (3) Negative Feedback (Feedback on form): 11 data and the classifications are Asking the students to repeat: 3 data, Pointing out the error and asking the students to self-correct: 5 data, Commenting on an error and explaining why it is wrong, without having the students repeat the correct form: 2 data, and Asking other students to correct the error: 1 data. Second, the researcher found that, the dominant types of corrective feedback used by the lecturers are Clarification Requests, and Acknowledging a Correct Answer. The researcher found 15 data in each type.

Keywords: corrective feedback, writing